

August 18, 2008

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM: Fallbrook Union Elementary School District

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others.

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Through an examination of current data, the DSLT (District School Liaison Team) determined the following:	Director of Special Projects, DSLT team members	Subs, meeting expenses such as food, travel	\$1,000.00	Title I
-Program Improvement status was established due to a lack of 95% participation rate for identified students with disabilities for 2 consecutive years	N/A	OARS training, student data technician, OARS subscription	\$60,000.00	Title I, III EIA, SLBG
-Annual STAR testing historical trends demonstrate steady growth trends for most significant sub-groups in both English language arts and mathematics	N/A	Sub costs to release teachers to perform assessments	\$10,000.00	EIA
-While trends show improvement and growth, there is a considerable achievement gap, particularly for English learner students.	Teachers: each trimester, November, February, May	Portion of SCSA salaries	\$15,000.00	ELAP
-Annual CELDT assessment results show that a significant number of English learner students are making excellent progress in the development of English skills and English proficiency, but continue to have a lag in the development of grade level proficiencies in English language arts and mathematics.	Teachers: each trimester, November, February, May	Subs for High Point teachers	\$2,500.00	ELAP
Based on these understandings, the DSLT identified the following two points to summarize student academic performance concerns:	Teachers, School Community Support Assistants (SCSA) to assist in	Purchase of e-assessment, publisher training, teacher subs	\$6,000.00	N/A
1. English learner, Hispanic, and low socio-economic students are not achieving proficiency in the area of English language arts as required by NCLB AYP growth targets.	administration and scoring of assessment)	Purchase of e-assessment, publisher training, teacher subs	\$3,500.00	PDBG
2. English learner, Hispanic and low socio-economic students are not achieving proficiency in the area if mathematics as required by NCLB AYP growth targets.	Testing will occur each Spring	Salary portions	\$11,000.000	Title I, III, EIA, SLBG
These statements indicate broad academic problems of low achieving students.	Teachers, Director of Special Projects	DataWorks	\$20,000.00	Title III, EIA
Specifically, the DSLT, identified the following explicit teaching and learning needs through a deep analysis of a variety of data including the DAS (District Assessment Survey) APS, (Academic Program Survey), and ELSSA (English Learner Student Self Assessment):	October 2008,	Side by Side materials purchase, training cost	\$26,000.00	PDBG, Title I
1. More specific identification of the skill based instructional needs of each student lacking grade level proficiencies is required. Identification of these and prerequisite skills is needed to increase student performance in the areas of English language arts and mathematics.	February 2009	Subs, training	\$10,000.00	EIA, ELAP, Title III
2. Intensive skills instructional opportunities for students	March 2009	Subs, additional hours	N/A	N/A
1. More specific identification of the skill based instructional needs of each student lacking grade level proficiencies is required. Identification of these and prerequisite skills is needed to increase student performance in the areas of English language arts and mathematics.	Teachers, Director of Special Projects	N/A	\$35,000.00	Title I, III, EIA, ELAP
1. More specific identification of the skill based instructional needs of each student lacking grade level proficiencies is required. Identification of these and prerequisite skills is needed to increase student performance in the areas of English language arts and mathematics.	October 2008,	N/A	\$20,000.00	General fund, grants
1. More specific identification of the skill based instructional needs of each student lacking grade level proficiencies is required. Identification of these and prerequisite skills is needed to increase student performance in the areas of English language arts and mathematics.	February 2009	Additional classified staff, lead teachers,	\$7,500.00	ASES
1. More specific identification of the skill based instructional needs of each student lacking grade level proficiencies is required. Identification of these and prerequisite skills is needed to increase student performance in the areas of English language arts and mathematics.	Assistant superintendent of educational services, director of special projects,			

inside and outside of the school day need to be established.	school principals, teachers	EL coordinator	\$300,000.00	Title I, III, EIA
3. There is a lack of flexible learning configurations to accommodate and support differentiation of instruction in English language arts and mathematics.	On-going	N/A	\$150,000.00	Title I, III, EIA
4. The district should continue to provide and expand multiple early childhood intervention programs community-wide to increase the number of students entry school with readiness skills prior to entering school.	Assistant Superintendent of educational services, director of technology, director of special projects, school principals	Stipend salary adjustments	\$90,000.00	General fund
	On-going	Stipends, materials, professional development		
In order to address the above stated needs (items 1-4), the following steps will be taken:	District administration and certificated staff	Coordinator stipends		
1. All students in grades K-8 will take trimester benchmark assessments in the areas of English language arts and math. These assessment results will be recorded in the OARS on-line data management system.	Each Wednesday: September 2008-June 2009	Staff, materials		
2. All English learner students in grades K-6 will be administered the ADEPT oral language assessment each trimester.	Director of Special Projects	Staff, materials		
	August 2008, on-going			
3. All English learners in grades 3-7 will annually be administered the High Point Diagnostic Placement Test or End of the Level Test (depending on their current program of instruction).	Assistant superintendent of educational services, principals			
4. All High Point Intervention teachers will be provided with additional diagnostic tools and training in the use of these tools: BPST, Spelling Inventory, Dictation evaluation, High Frequency word list, and reading fluency passages.	Director of special projects, principals			
5. High Point e-assessment tools will be purchased. Teachers will be trained in the use of these data management and re-teach tools.	Monthly ELL Liaison meetings, on-going			
6. Teachers (K-8) will be provided with a variety of assessments including DIBLES, San Diego Quick, and OARS to assist them in the identification of specific skills that students are lacking.	Director of special projects, principals			
7. All teachers in grades K-8 will be provided with training and access to the OARS data management system.	On-going			
8. All teachers in grades K-8 will participate in a weekly "shortened" student day to allow for in-depth data analysis, peer collaboration and staff development pertaining to targeted instruction and dissecting grade level standards.	Director of special projects, principals			
9. All teachers in grades K-6 will receive initial training and on-going support in the use of the Side by Side SDCOE developed document to assist in the identification of learning paths and needed prerequisite skills in the area of English language arts and English language development.	Superintendent, assistant superintendent of educational services, principals			
	Beginning September 2008, on-going thereafter			
10. All program improvement schools will participate in the Dataworks educational evaluation "curriculum calibration" process.	Director of special projects, principals, School site councils (SSCs)			
11. Instructional leadership groups at both the site and district levels will develop "single focus skill" units which include detailed direct instruction lessons and follow up activities designed to teach prerequisite skills, which low achieving students are typically lacking. These units will be skill based, not grade level based. These instructional units will be available to all teachers to use both inside and outside	May 2008, on-going	Assistant superintendent of educational services		

the school day.	Initiate talks January 2009			
12. All English learner students will be grouped by language proficiency level for English language development (ELD) instruction.	Assistant superintendent of educational services, principals			
13. All English learners will receive a minimum of 30 minutes per day of ELD instruction, at their proficiency level, with district adopted materials including SRA 's Language for Thinking, Learning and Writing, Into English, High Point, and ESL Reading Smart, depending on their grade level.	September 2008, on- going Coordinator of student services			
14. All schools will implement an in-school double dose instructional time block for students working at the far below, below basic and basic levels in English language arts.	October 2008, on-going Director of Special Projects			
15. All schools will use their Single Plan for Student Achievement (SPSA) to detail low performing students needs, set goals and objectives, describe staff development and prioritize funding.	January, 2007- Ongoing Director of Special Projects			
16. The District will initiate contract discussions with the teachers union to explore contract language that would provide for more scheduling flexibility to better meet the needs of low performing students. Areas of discussion will include, contract hours, stipend compensation and staff development.	March, 2007- On-going Assistant Superintendent of Educational Services September 2007-On-going			
17. The AVID program will be extended beyond grades 7 and 8 to include all students in grades 4-6.				
18. The district will provide certificated teacher support to all after-school ASES program staff and students to create a more skill focused approach to after-school learning supports available through the ASES program.				
19. The district will provide community children/families ages 0-5 years with the Parents as Teachers program delivered primarily through a center-based approach.				
20. The district will provide community preschool classes.				
21. The district will provide a "preppie" kindergarten program as well as a "Jump Start" kindergarten program to differentiate instructional programs based on the identified needs of incoming kindergarten students.				
Based upon analysis of data and information collected by the DSLT, the prior LEA plan did not sufficiently address on-going multiple measure assessments for all students in the areas of English language arts and mathematics. Although the district was moving towards providing increased "data driven" intervention instruction, appropriate skill assessments had not been fully developed or implemented across all grade levels. The district plan did not outline an appropriate data management system to support teachers' in the recording of student performance and effective means of identifying intervention groups based on on-going assessment. Additionally, the district plan did not define early childhood interventions or a process for creating classroom scheduling flexibility to accommodate low achieving student needs.				
2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).				
Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

*Our district will increase annually by 5% the number of students (from all significant subgroups) who achieve at the proficient or above level on the STAR testing in both English language arts and mathematics.	Superintendent	N/A	N/A	N/A
	Annually	N/A	N/A	N/A
Our district will meet the 95% participation rate each year for students with disabilities.	Superintendent			
	Annually			
*Although this goal would demonstrate a performance increase that is less than the required AYP target, it reflects our district's current Strategic Plan and is realistic and attainable.				

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
As described in our LEA plan, all students in grades K-8 will have access to state adopted core instructional materials. Students in grades 4-8 who are more than two grade levels below grade level standards should receive instruction via state adopted intensive intervention programs. Further, all English learner students should receive daily ELD instruction with state approved ELD instructional materials.	Principals/teachers On-going	On-going training/ materials	\$200,000.00 to maintain core materials	IMFRP
	Principals/teachers	On-going training/	See above (prior page)	Title I, III, EIA, ELAP, SLBG, GATE
Core Language Arts program:	On-going	Materials	\$300,000.00	Title I, III, EIA, ELAP, SLBG, GATE, PDBG
Grade K-6 – <i>Open Court Reading</i>	Principals/teachers	On-going training/	\$250,000.00	
Grades 7/8- <i>Holt Reading</i>	On-going	Materials		
Grades 4-8 Intensive Intervention Programs:		On-going training/		
<i>Read 180</i>		Materials		
<i>High Point</i>		On-going training/		
Core Mathematics program:		Materials		
Grades K-6-Harcourt Brace		On-going training/		
Grades 7/8-McDougal		Materials		
Core Science program:		On-going training/		
Grades K-5- McMillan/McGraw Hill		Materials		
Grades 6-8-Prentice Hall		On-going training/		
Core Social Science program:		Materials		
Grades K-5-Scott Forsman		On-going training/		
Grades 6-8-McMillan/McGraw Hill		Materials		
English Language Development program:		On-going training/		
Grades K-3- <i>SRA Language for Thinking, Language for Reading, Language for Writing</i>		Materials		
Grades 4-6- <i>Hampton Brown Into English</i>				

<p>Intensive- <i>High Point</i></p> <p>Grade 7/8- <i>Holt ELD</i></p> <p>Intensive-<i>High Point</i></p> <p>Additional Intervention materials and strategies:</p> <ul style="list-style-type: none"> " Publisher materials " <i>6 Minute solution</i> (fluency) " <i>Study Island</i> " AVID " <i>Successmaker</i> " <i>ESL Reading Smart</i> " <i>Read Naturally</i> " <i>Waterford</i> " <i>SIPPS</i> " <i>Avenues</i> " <i>SRA Strategies for Writing</i> " <i>Accelerated Reader</i> " <i>Step up to Writing</i> <p>Differentiated approaches for low achieving students include but are not limited to:</p> <ul style="list-style-type: none"> " SDAIE strategies " GLAD strategies " Nancy Fetzer Strategies " Technology enhancements (such as SmartBoards, audio and presentation tools) " Direct vocabulary instruction " Repeated oral readings " Phonemic instruction " Systematic phonics instruction " Comprehension instruction " Small group learning 				
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· Use of manipulatives				
· Focus on number sense				
· Pre-teaching, previewing				
· Reviewing				
· Reteaching				
· Focus on word attack skills				
· Focus on computational fluency				
· Focus on math facts mastery				
· Use of graphic organizers				

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
· Students are placed for language arts instruction based upon their reading level and stage of development in relation to grade level standards	Principals/teachers	N/A	N/A	N/A
	On-going	N/A	N/A	N/A
· Teachers provide standards-based instruction and use state adopted materials and research based strategies		N/A	N/A	N/A
· Students are identified for intervention based on "skills lacking" instead of testing level. By grouping students through skills identification, intensive instruction can be provided in specific skill areas and intervention groups can be flexible		DataWorks training,	\$26,000.00	PDBG,
		Contracted services	\$3,500.00	Title I
· Curriculum calibration assists teachers in identifying appropriate and effective grade level standards based teaching materials and assessments		OARS training , contracted services	\$57,000.00	PDBG
		Data technician		Title I, III, EIA, SLBG
· Data management (OARS) provides multiple means for administrators and teachers to assess student progress, identify intervention groups and areas of instructional need.				
· Trimester benchmark assessments provide an additional means of monitoring on-going student progress in relation to grade level academic standards				

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Based on results for multiple tools (DAS, APS, ELSSA) the DSLT identified the following professional development needs:	Assistant superintendent of educational services, director of special projects, principals, teachers	Subs, professional trainers, conference costs		Title I, III, EIA, ELAP, SLBG, SDBG
· Unpacking grade level standards in math				
· Differentiation of grade level standards in math	On-going			
· Intervention strategies for math				
· Continued training on OARS (data management)				

<ul style="list-style-type: none"> · Continued training in <i>DataWorks</i> (Curriculum calibration) · Continued training in <i>High Point</i> · Training in the use of <i>ESL Reading Smart</i> · Continued training in <i>DIBELS</i> and other assessments to target students for intervention · Continued training in direct instruction · Continued training in differentiated instruction · Continued training in student social/emotional needs · Continued training in effective ELD strategies · Continued training in effective SDAIE strategies <p>These identified needs will be addressed through a variety of strategies including but not limited to:</p> <ul style="list-style-type: none"> · Teacher attendance at professional conferences and trainings offered outside of the district · District provided trainings · District provided coaching · District provided opportunities for professional collaboration among grade level and department peers · Administrator and teacher participation in on-going weekly and monthly meeting groups 				
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6. English Learners

a. Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Fallbrook Union Elementary School District did not meet AYP performance standards and was identified as program improvement due to a lack of 95% participation rate for students with disabilities. Although this was the program improvement identifying factor, we have detailed the following goals related specifically to English learner students:</p> <p>Our district will increase annually by 5% the number of English learner students who achieve at the proficient or above level on the STAR testing in both English language arts and mathematics.</p> <p>Fallbrook Union Elementary School District English learner students CELDT assessment results show that a significant number of English learner students are making excellent progress in the development of English skills and English proficiency, but continue to have a lag in the development of grade level proficiencies in English language arts and</p>	<p>N/A</p> <p>Director of Special Projects, Principals, teachers</p> <p>On-going</p>	<p>Subs, additional hours</p>	<p>\$30,000.00</p>	<p>Title III, EIA, ELAP</p>

<p>mathematics. Historically our district has achieved Title III</p> <p>AMAOs I and II (related to ELD growth and students attaining proficiency) but just this year has missed the targets (which mirrors AYP percent proficient rates) required by Title III AMAO III.</p> <p>A significant number of English learners plateau at the Intermediate level and are unable to obtain district standards of proficiency and reclassification for a number of years. This plateau is impacting the district's ability to meet</p> <p>AYP academic percent proficient targets as well as Title III AMAO III.</p> <p>In accordance with these findings, additional focus has been brought to <u>ELD intermediate level standards</u> as well as instructional strategies for teaching ELL students, the skills they need to move to the next level of proficiency. This focus area is being supported through a variety of district activities including but not limited to:</p> <ul style="list-style-type: none"> · On-going weekly teacher collaboration meetings · On-going monthly teacher of English learner meetings · Training of all K-6 teachers in <i>Side by Side</i> implementation to systematically link and teach English language arts standards and ELD standards with a focus on prerequisite skills to move from the intermediate to early advanced levels of ELD. · ELL student Case studies · Development of skill-based lesson packets to address "obstacle" intermediate level skills 				
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Fallbrook Union Elementary School District will continue to provide on-site (at each school) before and after school tutorials as well as summer school programs to assist students in making academic gains in the areas of English language arts and mathematics. In addition to tutorial programs, we will continue to provide certificated support to our community partners which provided after school services to students through the ASES program. These community partners are Boys and Girls Club as well as the Fallbrook Community Center. As a part of each partners after school program they offer a homework help session referred to as "Power Hour". We have dedicated 5 certificated staff positions to provide support, coaching and instruction to community partner staff in how to best meet the remedial needs of students during "Power Hour". Our goal is to change this time from just a homework completion opportunity, to a small group skill based intervention period for academically low achieving students.	Superintendent, coordinator of on-site, principals, certificated staff			

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Fallbrook Union Elementary School District promotes parental involvement through active outreach activities involving school site councils (SSC), Community based English tutoring (CBET), the District English learner advisory committee (DELAC), school English learner advisory committees (ELAC), district and school GATE advisories, the Citizens Task Force, PTA and the Parents as Teachers (PAT) program.	Superintendent, assistant superintendent of educational services, director of special projects, principals On-going	Annual contract Training, childcare Staff, childcare	\$18,000.00 \$10,000.00 \$5,000.00	General fund EIA EIA
In order to support effective parent communication the district				

has also implemented the following:		N/A	N/A	EIA
· ConnectEd automated phone communication program		Tuition, travel	\$5,000.00	N/A
· Instituto de Padres parent training		N/A	N/A	
· Latino Family Literacy Project				
· All school to home communication is provided in both English and Spanish				
· Enrollment of parents in the annual CAFE parent conference				
· Continued offering of weekly parent education courses through our Parents as Teachers program				

LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Fallbrook Union Elementary School District

County District Code: 3768114

Date of Local Governing Board Approval: _____

District Superintendent: Janice Schultz

Address: 321 N. Iowa Street
Phone: 760-731-5416

City: Fallbrook, CA
FAX: 760-731-9126

Zip Code: 92028
E-mail: jschultz@fuesd.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

Janice Schultz

Signature of Superintendent Printed Name of Superintendent Date

Maurice Bernier

Signature of Board President Printed Name of Board President Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California Education Code Section 52055.57 (c).

Name of External Organization

Signature of External Printed Name of Date

Organization Representative External Organization Representative

Address Phone

Send this signed assurance page **no later than January 9, 2009**, to:

Peggy Carter, Consultant

Assessment and Accountability Branch

Accountability and Improvement Division

Intervention Assistance Office

California Department of Education

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